Palisades SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

39 Thomas Free Dr
Kintnersville, PA 18930
(610)847-5131
Superintendent: Bridget O'Connell
Director of Special Education: Eric Gladfelter

Planning Process

COMPREHENSIVE PLANNING TIMELINE

1. Introduce Best Practices/Review of Current Plan/Timeline for New Plan to Board Members at Education, Programs and Services Meeting - September 12, 2018

2. Begin to Solicit Members of the Comp Plan Steering Team Committee - Announce at Regular Board Meeting - October 3, 2018

3. Formalize Committee Members and Share Best Practices for Comp Plan Development at Education Programs and Services Meeting - November 14, 2018

4. Meet with Steering Committee Team Members - Beginning November 26, 2018

5. Develop Survey for Distribution to All Stakeholders - December, 2018

6. Distribute and Deploy Survey to all District Stakeholders - January, 2019

7. Review Results of Survey/Develop Plan Buckets with Steering Team Members - March 7, 2019

8. Action Planning Team (Bucket) Leaders Appointed; Action Planning Team Members Recruited - March, 2019

9. Begin Action Planning for Focus Areas (Buckets) - April, 2019

10. Steering Committee Review of Completed Action Plans - May 16, 2019

11. Preliminary Plan Presentation for Board at Education, Programs and Services Meeting - June 12, 2019

12. Action Plans Revised Based on Input from Board Overview Presentation at Education, Programs and Services - October 9, 2019
13. Presentation for Full Board at Regular School Board of Directors Meeting on October 16, 2019

14. Plan on Public Display for 28 Days beginning October 23, 2019

15. Full Board Approval on November 20, 2019

16. Submit Plan to PA Department of Education by November 30, 2019

Mission Statement
Inspired to lead. Prepared to succeed.

Vision Statement
Palisades School District is a community of learners. Working collaboratively, we will provide a safe, enriching environment wherein all students can achieve college and career readiness and demonstrate leadership.

Our detailed vision includes the following core competencies that we seek to develop in all learners:

- Collaboration

- Communication skills

- Intellectual curiosity and creativity

- Leadership skills

- Independent problem solving and perseverance

- Cultural understanding

- Self-awareness and self-evaluation

- Respect for self and others

- Appreciation of diversity

- Civic and global engagement

- Responsible citizenship

- Learning safely and responsibly using technology

Shared Values

Our Beliefs

- Students learn best when they are actively engaged in meaningful work.

- Teaching students to think critically and creatively, and to take risks while solving problems is essential.

- All students can learn, but in different ways and at different rates.

- All students deserve the opportunity to develop individual talents and abilities.

- Students benefit from being appropriately challenged and motivated to excel.

- Educational progress requires ongoing evaluation through a variety of assessments.

- We value and respect people in their diversity.

- The primary responsibility for learning rests with the student, supported by the home, family, community, and school.

- Learning occurs everywhere, is a lifelong process, and requires goal-setting, hard work, persistence, resilience, and discipline.

- A well-trained staff is essential to student success.

- Students benefit most when educators engage parents and community members by recognizing their important contributions and providing them with support and resources.

- We are committed to supporting students' social, emotional, and physical wellness, in addition to academics.

- Access to instructional technology is essential to develop 21st century learners.

Educational Community

Palisades School District serves a rural community of five townships and one borough in northern Bucks County, encompassing an area of 100 square miles, ten miles north of Doylestown, Pennsylvania, which is the county seat. Although Palisades is rural in nature, its economy is not agricultural. Most residents work outside of the district in New York, New Jersey, Allentown, Quakertown, and Doylestown areas. Our proximity to neighboring cities permits field trips to museums, theatre productions, and businesses. Students and their families have easy access to Philadelphia, New York City, and Washington, D.C.

In addition, recreational activities such as hunting, fishing, camping, skiing, and participation in the many school and community sports programs and other club activities provide many options and opportunities for the youth and families in our community. All of these experiences not only offer a wide range of choice and involvement, but also add to the diversity of the community in which we live.

As for academics, the Palisades School District has high aspirations for all of its students. Our students achieve high levels of academic success as evidenced by student performance on various local, state, and national measures. In pursuit of excellence, collaboration is the key to our success. Parents and families hold their children's education in high regard. Working together as a community, we strive to help our students be the best they can be. We are fortunate to have the support of our parent volunteer groups and other community organizations. Day in and day out, our commitment to students is clear. We abide by our mission statement in all daily decisions that are made to strengthen this commitment. and we use the work done through the Comprehensive Planning Process to support our mission. Because this Plan and the work is developed by stakeholders representing the various sectors in our school community, there is a tremendous amount of support and "buy in" by our School Board of Directors to fulfill the Action Plans set forth.

That said, Academic Excellence has remained and continues to remain one of the main focus areas of our newly developed Comprehensive Plan and, collaboratively, we continue to champion student engagement and readiness. Our nationally recognized Career Pathway Programs - medical careers, business, engineering, global studies, and education, along with programs offered by the Upper Bucks Technical School - prepare students by taking college level courses while in high school and take a deep dive into an area of current interest for the student. The Career Pathway Programs, started more than ten years ago at Palisades, are just one example of providing students with opportunities to fully engage in their education and prepare for the next step after graduation, whether it is entering college or other post-secondary institution, the workplace, or the military. The skills that our students have developed from the beginning of their academic career in Palisades positions them for success in a globally competitive market.

Planning Committee

Name	Role
Drew Bishop - Business Manager	Administrator : Professional Education
Michael Donnelly	Administrator : Professional Education Special Education
Eric Gladfelter	Administrator : Special Education
Theresa Hoeflich - Asst. Business Manager	Administrator : Professional Education
Donna Holmes-Internal Coordinator	Administrator : Professional Education Special Education
Bridget O'Connell-Superintendent	Administrator : Professional Education Special Education
James Hallowell	Board Member : Professional Education
Robert Musantry-Board President	Board Member : Professional Education
Rich Heffernan	Building Principal : Professional Education
Janet Link	Building Principal : Professional Education Special Education
Karl Scheibenhofer	Building Principal : Professional Education
Joanne Allen	Business Representative : Professional Education
Jason Wehrung	Business Representative : Professional Education
Shawn Eby - Support Staff	Community Representative : Professional Education
Carol Harder	Community Representative : Professional Education
Dan Lancenese - Support Staff	Community Representative : Professional Education
Shari Vandergast - Board Member	Community Representative : Professional Education
Denise Miller	Ed Specialist - Other : Special Education
Maureen Vassallo	Ed Specialist - Other : Special Education
Lori Tirjan	Ed Specialist - School Counselor : Professional Education
Amy Glascott	Ed Specialist - School Psychologist : Special Education
Hillary Strong	Ed Specialist - School Psychologist : Special Education
Lea Becker	Elementary School Teacher - Regular Education : Special Education
Justin Fachet	Elementary School Teacher - Regular Education : Professional Education

Trisha Przyuski	Elementary School Teacher - Regular Education : Special Education
Kirsten Godiksen	Elementary School Teacher - Special Education : Special Education
Jade Scholl	Elementary School Teacher - Special Education : Special Education
Mark Chilton	High School Teacher - Regular Education : Professional Education
Rose Lipton	High School Teacher - Regular Education : Special Education
Jeanne Olliver	High School Teacher - Special Education : Special Education
Erin Tolson	High School Teacher - Special Education : Professional Education Special Education
JoAnn Perotti-External Facilitator	Intermediate Unit Staff Member : Professional Education Special Education
Corina Balliet	Middle School Teacher - Regular Education : Professional Education
Jeremy Donmoyer	Middle School Teacher - Regular Education : Professional Education
Emily Polefka	Middle School Teacher - Special Education : Special Education
Lisa Campbell-Jennings - Support Staff	Parent : Professional Education
Debby Christman	Parent : Professional Education
Joe Dougherty	Parent : Professional Education
Stacy Morgan-Kendall	Parent : Professional Education
Tamara Rambo	Parent : Professional Education

Core Foundations

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Nine days per school year are allotted by contract for teachers and administrators to engage in professional development. This allows us ample time to pursue the goals identified in our Act 48 plan at the building and district level. The planning and execution of professional

development days is handled by a district Act 48 team, and district & building administrators. This planning incorporates input from employees, current research, PA academic standards and a tight focus on the district's comprehensive plan and Act 48 plan. Building principals also spend time during faculty meetings and department meetings to further develop teachers' ability to work with parents, their content knowledge, their teaching skills (especially with struggling students) and assessment/data analysis skills.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

Professional Development

Palisades SD
Professional Development

Title:	Trauma Informed Training
Description	Ahead of new legislation passed at the state level requiring school districts in the Commonwealth of PA to be Trauma Informed, a team from Palisades School District, led by Ms. Janet Link (elementary school principal), has been working with Lakeside (a division of Lakeside Global Institute) to provide "educators with the right knowledge and tools to support their students in dealing with the challenges they face." According to research, nearly two-thirds of the population has been impacted by adverse childhood experiences (ACES). These experiences directly affect a child's ability to be focused and successful at school. The professional development that our teachers are receiving helps them guide students to be more successful students. **By providing this training, our staff is focussed on providing the following for our students:** –A **safe** school (emotionally and physically) –A school based on establishing **strong relationships with students** –A school with a **strong social-emotional curriculum,**

incorporating self-regulation, that is taught to all students

–A **staff that is informed in childhood trauma**, and the effects of trauma on social development and learning

The professional development that our teachers have participated in thus far was funded through a grant we were awarded from the Pennsylvania Commission on Crime and Delinquency (PCCD). Providing teachers with the support and tools they need to better educate students who have experienced trauma is a commitment by our school board and administrators, and is now mandated by the Pennsylvania Department of Education.

Person Responsible	Director of Curriculum
Start Date:	6/18/2019
End Date:	12/31/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	3.25
# of Sessions:	2
# of Participants Per Session:	175
Provider:	Lakeside Global Institute
Provider Type:	Non-profit Organization
PDE Approved:	No
Knowledge Gain:	Administration and faculty learned the characteristics of trauma and how to support students who have experienced trauma to be more successful learners.
Research & Best Practices Base:	Administration and faculty learned the characteristics of trauma and how to support students who have experienced trauma to be more successful learners. ACE's study was referenced in the training as applicable to today's youth.
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA	

administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• Series of Workshops
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussion • Joint planning period activities
Evaluation Methods:	• Classroom student assessment data • Participant survey

Palisades SD
Professional Development

Title:	Professional Development for Differentiated Instruction
Description	Provide ongoing professional learning opportunities that focus on engaging, enriching, and differentiated instructional strategies. One main focus will be on the use of different strategies to promote literacy acquisition for all students. Indicator of Implementation: Faculty, K - 12, will have opportunities to participate in a variety of modalities to learn how to implement best practices in the classroom when working with differentiated learning styles. These opportunities will be both in-house (for teachers, by teachers), as well as through meaningful workshops and presentations that are provided locally. When possible, keynote speakers will be invited to address the faculty on contemporary best practices that will engage teachers as learners.
Person Responsible	Director of Curriculum/Building Principals/Director of Pupil Services/Department Chairs
Start Date:	8/1/2020
End Date:	6/30/2023
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2020</td><td>2023</td><td>15000.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>
Program Area(s):	Professional Education, Special Education, Educational Technology
Hours Per Session	3.0
# of Sessions:	6
# of Participants Per Session:	50
Provider:	Palisades School District
Provider Type:	School Entity
PDE Approved:	Yes
Knowledge Gain:	Teachers will learn how to develop and implement engaging, enriching, and differentiated instructional strategies where one main focus will be on the use of different strategies to promote literacy acquisition for all students.
Research & Best Practices Base:	Multiple Paths to Literacy: Assessment and Differentiated Instruction for

	Diverse Learners K-12, 9th Edition By Joan P. Gipe, Janet Richards Published by Pearson Copyright © 2019 Published Date: Feb 2, 2018
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format:	• LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • New Staff
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)

	• High (grades 9-12)
Follow-up Activities:	• Creating lessons to meet varied student learning styles • Lesson modeling with mentoring
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data

Palisades SD
Professional Development

Title:	Professional Development Technology Integration
Description	Provide professional development to enhance best-practices and empower faculty to provide quality instruction for all learners in an inclusive setting that uses technology in a meaningful way. Indicators of Implementation: Professional Development Agendas/ sign in sheets/ activities
Person Responsible	Principals, Director of Curriculum, Professional Development Teams
Start Date:	8/18/2020
End Date:	6/30/2023
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2020</td><td>2023</td><td>2000.00</td><td>020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES</td></tr></table>
Program Area(s):	Professional Education, Educational Technology
Hours Per Session	3.0
# of Sessions:	6
# of Participants Per Session:	50
Provider:	Palisades School District
Provider Type:	School Entity
PDE Approved:	Yes
Knowledge Gain:	Teachers will learn how to incorporate the use of available technology into research-based best practices for instruction.
Research & Best Practices Base:	Bernard R.M., Borokhovski E., Schmid R.F., Tamim R.M. (2018) Gauging the Effectiveness of Educational Technology Integration in Education: What the Best-Quality Meta-Analyses Tell Us. In: Spector M., Lockee B., Childress M. (eds) Learning, Design, and Technology. Springer, Cham
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format:	• LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • New Staff • Other educational specialists
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
6/13/2016 Additionally, this is ongoing to ensure new hires are also trained.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
1/18/2016 All high school teachers trained on part 2 of Youth Mental Health First Aid
1/16/2017 All middle school teachers trained in Part 2 of Youth Mental Health First Aid

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- Administrators participate fully in all professional development sessions targeted for their faculties.

Provide brief explanation of your process for ensuring these selected characteristics.

All items above are covered fully in the execution of our Act 48 plan, to which all professional development activities are aligned. Through the New Teacher Induction process, we carry out a needs assessment and provide extensive ongoing support in the form of meetings, intensive work with a mentor and (in the second year of our mentoring program) through mentor/mentee peer coaching.
Our requirement that all building administrators conduct classroom observations as per PDE Act 82 during each school year ensures that administrators are present in classrooms, monitoring teaching & learning and ensuring fidelity to the practices (such as differentiated instruction, formative assessment, etc) that are the cornerstones of our New Teacher Induction program and ongoing professional development activities.
Through the Getting Results data analysis/planning process (optional for our buildings because we consistently make AYP), our building administrators and building data teams identify curricular and instructional areas that need strengthening and work in a consistent and concerted way to improve them.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The only item not checked above is the participation of administrators fully in all professional development activities. Our administrative team, both at the building and district level, make every attempt possible to participate in timely professional learning opportunities alongside their respective staff. Additionally, our administrators are known to lead professional learning opportunities. Often, when sending a team to the Intermediate Unit, an administrator is in attendance.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

   None.

Provide brief explanation of your process for ensuring these selected characteristics.

New teachers (including long-term substitutes) begin the year with a three-day, intensive induction program. During this program, all of our administrators, New Teacher Induction Council members, and select other teachers serve as workshop facilitators/teachers. This gives the new teachers an opportunity to engage personally with members of faculty and administration to develop a sense of collegiality and camaraderie. Workshops on those three days include: a book walk, technology training, an introduction to the district's supervision and evaluation process, classroom environment/restorative practices, ethics and confidentiality and differentiated instruction. They also spend a full day working with their building principals and mentors becoming familiar with building initiatives, practices and procedures as well as district curriculum.
Throughout their first year with us, new teachers spend time working with a mentor teacher and attending periodic district New Teacher Induction workshops. The topics of these workshops vary depending upon inductee needs but can include: parent/teacher conferences, student discipline, achieving level II certification and other timely topics. Asynchronous learning opportunities are provided through the use of our learning management system (Canvas).
In their second year, new teachers work closely with their mentor using a peer coaching model.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Student PSSA data.
- Review of written reports summarizing instructional activity.

Provide brief explanation of your process for ensuring these selected characteristics.

Building principals monitor the instructional program in their buidings closely, and will observe their new teachers formally at least 4 times per year while also conducting frequent walkthroughs. Any issues that emerge as a result are addressed in a timely manner, always with the knowledge and assistance of the mentor teacher. The administrator and mentor review the inductee's lesson plans and classroom formative and summative data as part of this process. Building principals also examine student performance on various assessments including classroom tests, final exams, MAP tests and other standardized assessments to ensure high-quality instruction in the classrooms. All new teachers complete an inductee needs assessment which is used to plan professional development activities for them both individually and as a group. As stated previously, mentees have regular and frequent contact with their mentor and with their supervising administrator.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

We do not require teachers to submit summaries of instructional activity other than lesson plans. We do examine student PSSA and Keystone data, PVAAS growth at the

classroom/teacher level, as well as CDT results (secondary) and MAP data (elementary - secondary).

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

> *None.*

Provide brief explanation of your process for ensuring these selected characteristics.

We are never at a loss for qualified, experienced teachers to serve as official mentors. Other members of grade-level teams and departments also serve as unofficial mentors for our new teachers. All official mentors are selected based on the criteria above and their work with the mentees is monitored by the building principal, as well as the Director of Curriculum, Instruction and Assessment. Our mentors are often our department chairs/grade level leaders and certainly model continuous learning and reflection, strong instructional practices and high levels of professionalism and professional knowledge.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

All strategies were selected.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and	X					

Conduct for Educators										
Assessments	X	X	X	X	X					
Best Instructional Practices	X		X							
Safe and Supportive Schools	X	X								
Standards			X		X	X	X	X		
Curriculum				X		X	X	X	X	
Instruction					X		X	X	X	X
Accommodations and Adaptations for diverse learners						X		X	X	X	X
Data informed decision making							X		X	X	X
Materials and Resources for Instruction								X		X	X	X	X

If necessary, provide further explanation.

No further explanation is necessary.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Inductees complete a mid-year and end-of-year program evaluation, the results of which are examined by the district Act 48 committee and used to modify and adjust the program as needed.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.

Needs Assessment

Record School Patterns

Question:
After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:
This question has not been answered.

District Accomplishments

Accomplishment #1:
All three elementary schools and the middle school have adopted the Schoolwide Positive Behavior and Intervention Program model. Our middle school and high school use a Check and Connect program to provide assistance to students to meet success. The high school has implemented a Link Crew leadership model to provide mentoring for ninth grade students.

Accomplishment #2:
Palisades School District was named a District of Distinction by District Administration magazine for its continued work in providing pathway opportunities for students at the high school. In particular, the Medical Careers Pathway was cited in the distinction for its work in fostering partnerships with the local community.

Accomplishment #3:
Tinicum Elementary School earned a designation as a Distinguished School by the Pennsylvania Department of Education for being in the top 5% of Title I schools in the state based on student growth assessment data in reading and math. Tinicum was one of 158 schools recognized.

Accomplishment #4:
Palisades High School students consistently score high on the Scholastic Aptitude Test (SAT). In 2018-2019, the high school students scored an average of 574 in math (539 in the state) and 568 in reading (547 in the state).

Accomplishment #5:
Palisades High School has increased its number of AP course offerings (15 in total), which for this, along with an increase in students taking exams, as well as continued high scores, a recognition to

the 9th Annual AP District Honor Roll was bestowed up on the high school/district. We were honored as one of 373 schools in North America to receive this recognition.

Accomplishment #6:
Palisades is fortunate to have and sustain strong relationships with community foundations and organizations, including The Palisades Community Foundation (PCF) and Partners in Action for Community Togetherness (PACT). Through these partnerships, we are able to provide vital opportunities to our students, as well as programs and experiences that strengthen our community such as: the "Healthy Communities, Healthy You" program, the "Strengthening Families" program, and the yearly 5K.

Accomplishment #7:
Our Watershed Integration Program at Palisades Middle School serves as a model for integrated, hands-on instruction to seventh grade students. Each year, the group engages in an intensive, student-led service project. This remains a program unique to the Palisades School District and one that embodies a transdisciplinary approach to education.

Accomplishment #8:
The Palisades Cyber Academy, which began in 2011, continues to provide hybrid and asynchronous learning opportunities for our students. Two teachers share a responsibility as Cyber Dean at the high school level and one teacher serves as the K - 8 Cyber Dean, coordinating coursework and managing student success.

Accomplishment #9:
Our high school students have the opportunity to participate in one of six pathway programs, preparing them for post-secondary opportunities: Business, Education, Engineering & Design, Global Studies, Medical Careers, and/or Vocational Technical School (at UBCTS).

Accomplishment #10:
National Clearinghouse Data indicates that of those Palisades students who pursue post-secondary education within one year after high school, approximately 90% return for the second year of college. This persistence is evidence of their preparedness for the rigor of college-level study.

Accomplishment #11:
U.S. News and World Report named Palisades High School as a silver award winner, placing it in the top 8% of schools in Pennsylvania and number 1807 nationally.

Accomplishment #12:
Palisades Middle School was named a Don Eichhorn School to Watch for the years 2019 - 2022. PALMS joins an elite group of 41 schools in the Commonwealth of PA and 480 schools across the nation to receive such a prestigious honor. The Schools to Watch program, sponsored by the National Forum to Accelerate Middle School Reform, required schools to engage in a rigorous audit of all programs and continue an external audit and evaluation process over the next three years.

Accomplishment #13:

Our middle school and high school have been identified by the Anti-Defamation League as No Place for Hate schools. These schools have designed and implemented schoolwide anti-bias and bullying prevention activities. They have formed student committees to assist with their continued development and implementation.

Accomplishment #14:

In an ongoing effort to enhance the safety and security of our schools for our students, faculty/staff, and greater community, the district continues to engage in multiple gatherings each school year. These meetings include representatives from local emergency management organizations, local and state police, legislative representatives, school board members and school district administration. As a recipient of the PCCD competitive grant, we continue to assess and evaluate our safety and security measures and enhance safety equipment and program upgrades throughout the district.

District Concerns

Concern #1:

With the societal proliferation of technology, coupled with the district's 1:1 initiative, an area of ongoing focus will be to balance the use of technology as an effective educational tool in the teaching and learning process. Professional development for faculty as well as engaging learning opportunities for students will continue to be developed.

Concern #2:

Based on parent/guardian survey responses, an area of focus should be on increasing relationships and opportunities for students within the greater community to extend their learning experiences.

Concern #3:

Community survey results indicate that there is an opportunity to improve on frequency, method, and efficiency of communication from the district to highlight goings-on, successes, and accomplishments.

Concern #4:

According to survey results from high school students, an area of ongoing focus needs to be the review of engaging and rigorous courses and learning opportunities that meet the needs of the contemporary learner.

Concern #5:

Parent and student survey data indicates that addressing bullying by enhancing the climate and culture in our schools is a continued area of focus.

Concern #6:

PAYS data indicates that an ongoing area of focus needs to be student mental health. This will be addressed through programming, curriculum, and professional development.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

> **Aligned Concerns:**
>
> Parent and student survey data indicates that addressing bullying by enhancing the climate and culture in our schools is a continued area of focus.

Systemic Challenge #2 *(Guiding Question #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

> **Aligned Concerns:**
>
> With the societal proliferation of technology, coupled with the district's 1:1 initiative, an area of ongoing focus will be to balance the use of technology as an effective educational tool in the teaching and learning process. Professional development for faculty as well as engaging learning opportunities for students will continue to be developed.
>
> PAYS data indicates that an ongoing area of focus needs to be student mental health. This will be addressed through programming, curriculum, and professional development.

Systemic Challenge #3 *(Guiding Question #0)* Each student is unique. It is encumbered upon the Palisades School District to meet diverse needs with the goal of producing fully-engaged learners who will develop into active and productive citizens. To accomplish this, the district will develop and enhance students' skills by offering myriad opportunities to discover and explore based on ever-evolving needs and interests.

> **Aligned Concerns:**
>
> With the societal proliferation of technology, coupled with the district's 1:1 initiative, an area of ongoing focus will be to balance the use of technology as an effective educational tool in the teaching and learning process. Professional development for faculty as well as engaging learning opportunities for students will continue to be developed.

Based on parent/guardian survey responses, an area of focus should be on increasing relationships and opportunities for students within the greater community to extend their learning experiences.

According to survey results from high school students, an area of ongoing focus needs to be the review of engaging and rigorous courses and learning opportunities that meet the needs of the contemporary learner.

Systemic Challenge #4 *(Guiding Question #0)* Community survey results indicate that there is an opportunity to improve upon frequency, method, and efficiency of communication from the district to highlight goings-on, successes, and accomplishments.

Aligned Concerns:

Community survey results indicate that there is an opportunity to improve on frequency, method, and efficiency of communication from the district to highlight goings-on, successes, and accomplishments.

Systemic Challenge #5 *(Guiding Question #0)* Providing a safe, secure and nurturing learning environment for students and staff in our district and when using transportation or participating in any activities. Ensuring that our facilities are maintained properly; efficiently serving the needs of our district.

Aligned Concerns:

PAYS data indicates that an ongoing area of focus needs to be student mental health. This will be addressed through programming, curriculum, and professional development.

District Level Plan

Action Plans

Goal #1: Academic Excellence: Develop a multi-tiered system of interventions and enrichment opportunities for all students.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Internal benchmarks / Intervention data

Specific Targets: Students will demonstrate growth against district-developed assessments

Type: Annual

Data Source: Teacher survey

Specific Targets: Teachers will report on perceived self-efficacy in the ability and opportunity to provide enrichment activities

Type: Annual

Data Source: MAP

Specific Targets: An increased number of students will demonstrate growth by meeting or exceeding grade level norms

Type: Annual

Data Source: MTSS meeting reports

Specific Targets: Each elementary school will develop and participate in an MTSS model for data discussions and implementation of interventions and enrichment.

Strategies:

Interpret benchmark data to identify students' needs K - 12.

Description:

Utilizing benchmark data, both horizontal and vertical articulation will allow for data walkthroughs to inform not only instruction, but possible interventions to be utilized to support students.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Investigate and implement a research-based system for multi-tiered supports.

Description:

Time will be spent to investigate a research-based system for multi-tiered supports that can be implemented throughout the district. Taking time to review models in practice will facilitate this strategy.

SAS Alignment: Assessment, Instruction

Operationalize opportunities to allow for access to areas of enrichment and exploration based on students' interests.

Description:

As the LEA seeks to provide meaningful interventions to support students in need, so, too, does the LEA actively wish to provide opportunities for students based on interest. Additional information is found within the implementation steps.

SAS Alignment: Curriculum Framework, Materials & Resources, Instruction

Implementation Steps:

Develop Building-level data teams

Description:

Continue to develop building-level data teams to review group and individual student data to inform type and need for interventions and enrichment within the curriculum.

Schools will have developed a systematic meeting schedule to

review student data, using the assessment and benchmark calendar as a guide. **Start Date:** 8/1/2020   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Interpret benchmark data to identify students' needs K - 12.

Establish vertically articulated team to review data

Description:

Schedule department time, K - 12, to review data from all three levels to ensure horizontal articulation of curriculum and expectations.

Indicator of Implementation

Establish designated time during which departments can review student data from a K - 12 perspective. This will require use of Act 80 days, as well as flexible scheduling at all three levels. Release time from the classroom may be necessary to participate in these discussions. **Start Date:** 8/1/2020 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Interpret benchmark data to identify students' needs K - 12.

Implement Research-driven Intervention

Description: Recommend and implement research-driven intervention strategies to enhance the learning experience for students. These interventions will be based on the work of the data teams. Indicator of Implementation: Based on data, additional intervention materials (beyond Operational Educational Resources) may be recommended for acquisition. Once decided, best practices in strategies for implementation will be selected and delivered to teachers.

Start Date: 8/1/2021   **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Interpret benchmark data to identify students' needs K - 12.

Investigate a research-based system for multi-tiered supports.

Description:

Distriict will explore different research-based models for MTSS that specifically address the needs and parameters of the school community.

Indicator of Implementation: A contemporary and research-proven model for multi-tiered supports will be investigated and recommended for implementation, beginning with the elementary schools. **Start Date:** 8/1/2020   **End Date:** 1/31/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Investigate and implement a research-based system for multi-tiered supports.

Implement a Research-based System of Multi Tiered Supports

Description:

Based on the exploration done by the district team the chosed MTSS system will be implemented in the district to meet the individual needs of the students.

Indicator of Implementation: Elementary schools will establish an MTSS protocol, following a research-proven model. **Start Date:** 1/4/2021   **End Date:** 1/31/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Investigate and implement a research-based system for multi-tiered supports.

Explore Options for Determining Student Interest

Description: Research effective strategies to gauge interest of students, such as a strength inventory. Indicator of Implementation: Naviance is a tool in place that can be explored for further access to the interest/strength inventory. An internal interest survey can be created and given to students to collect interest/strength data.

Start Date: 9/1/2020   **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Operationalize opportunities to allow for access to areas of enrichment and exploration based on students' interests.

Research Flexible Scheduling Options

Description: Research effective models for flexible scheduling at the secondary level to facilitate enrichment and intervention opportunities within the confines of the student day. Indicator of Implementation: The team will have opportunities to research other programs and June 2021 to visit school systems in which schedules are in place that have been proven to be effective. Additionally, each school (middle and high) will have a team come together to discuss implications of the observations on their school communities and the ability to offer the best program possible.

Recommendations may be made for adaptations to the schedules at the middle school and the high school based on this research and these discussions.

Start Date: 9/1/2020   **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Operationalize opportunities to allow for access to areas of enrichment and exploration based on students' interests.

Professional Development with Differentiated Instruction

Description:

Provide ongoing professional learning opportunities that focus on engaging, enriching, and differentiated instructional strategies one main focus will be on the use of different strategies to promote literacy acquisition for all students.   Indicator of Implementation: Faculty, K - 12, will have opportunities to participate in a variety of modalities to learn how to implement best practices in the classroom when working with differentiated learning styles. These opportunities will be both in-house (for teachers, by teachers), as well as through meaningful workshops and presentations that are provided locally. When possible, keynote speakers will be invited to address the faculty on contemporary best practices that will engage teachers as learners.

Start Date: 8/1/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Operationalize opportunities to allow for access to areas of enrichment and exploration based on students' interests.

Goal #2: Academic Excellence: Increase academic and extracurricular programs that address students' needs and interests offering them opportunities to explore, develop, and grow.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA/PVAAS/Keystone

Specific Targets: An increased percentage of students will show evidence of at least a year's worth of growth in an academic year

Type: Annual

Data Source: MAP

Specific Targets: An increased percentage of students will demonstrate growth by meeting or exceeding grade level norms

Type: Annual

Data Source: Graduation Rate

Specific Targets: Graduation rate will increase

Type: Interim

Data Source: Internal Benchmarks/Intervention Data

Specific Targets: Students will demonstrate growth against district developed assessments.

Strategies:

Identify career pathway programs that prepare our students for post-high school goals.

Description:

With providing well-developed career pathway programs to meet students' post-secondary goals, there will be an increase in student engagement with all aspects of the learning environment and studuents will be be more successful both academically in school and and post graduation.

Research

Hughes, Katherine Lee; Karp, Melinda Jane Mechur

School Based Career Development: A synthesis of literature

Teachers' College, Columbia University

April 3, 2014

Marisa Castellano, Kirsten Ewart Sundell & George B. Richardson (2017) Achievement Outcomes Among High School Graduates in College and Career Readiness Programs of Study, Peabody Journal of Education, 92:2, 254-274, DOI: 10.1080/0161956X.2017.1302220

SAS Alignment: Standards, Curriculum Framework, Materials & Resources, Assessment

Implement and monitor a consistent student interest survey for extracurricular activity offerings and elective courses, pre- and post- involvement.

Description:

If the school district incorporates student ideas and refelctions in the development and maintenance of extracurricular options then students will be more enaged in the school community.

Research

[Hughes, Katherine Lee](#); [Karp, Melinda Jane Mechur](#)

School Based Career Development: A synthesis of literature

Teachers' College, Columbia University

April 3, 2014

SAS Alignment: Assessment, Instruction, Materials & Resources

Establish an advisory panel of stakeholders from each level (admin, teacher, student, parent and local business) to provide input as to elective and extra-curricular offerings.

Description:

If all stakeholders' groups are engaged in the decision making process then there will be greater engagement and participation in the broader school community.

[Lei, Hao](#); [Cui, Yunhuo](#); [Zhou, Wenye](#) *Relationships between student engagement and academic achievement : A meta-analysis*

[Social Behavior and Personality: an international journal](#), Volume 46, Number 3, 2018, pp. 517-528(12)

[Scientific Journal Publishers](#)

DOI: https://doi.org/10.2224/sbp.7054

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Interest Surveys

Description: Deploy an interest survey to current high school students (9 - 12) about their interest in the pathway programs that are offered. In this survey, students will be asked what current pathways are of interest to them and what other areas of interest they have that may develop into a pathway. Additionally, National Clearinghouse data will be reviewed to identify areas of major/interest of our students pursuing post-secondary education. Also, a data set of visits to the guidance office will provide information regarding post-secondary interests: furthering education, workforce, and/or military involvement. Deploy a second survey to colleges, workplace human resources personnel, and the UBTS to assist in identifying regional employment needs that could be supported by pathway development. Develop and deploy a third survey for young alumni, who are either in the workplace or some form of post-secondary education, to determine effectiveness and educational value of pathway programs.   Indicator of Implementation: The data collected will be reviewed to identify potential new areas of interest that may result in additional pathway programs and/or ideas to bolster those that are currently offered.

Start Date: 9/1/2020   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Identify career pathway programs that prepare our students for post-high school goals.

Establish a connection with the Bucks County Workforce Development Board and the Upper Bucks Chamber of Commerce.

Description: At least annually, a team of Palisades educators will come together with a representative from the Bucks County Workforce Development Board and the Upper Bucks Chamber of Commerce to discuss opportunities in the greater community that will impact the

pathway programs. These opportunities may include grant/scholarships for teachers to shadow businesses, as well as provide access to businesspeople who can contribute to each of the pathway programs. **Start Date:** 9/1/2020   **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Identify career pathway programs that prepare our students for post-high school goals.

Develop Student Interest Survey

Description:

Create a student interest survey that will elicit responses regarding extracurricular activity involvement and interests.

Start Date: 9/1/2020   **End Date:** 11/1/2020

Program Area(s): Student Services

Supported Strategies:

- Implement and monitor a consistent student interest survey for extracurricular activity offerings and elective courses, pre- and post-involvement.

Deploy Student Interest Survey

Description:

Students will be given an opportunity to participate in/respond to the student interest survey.

Start Date: 1/1/2021   **End Date:** 2/28/2021

Program Area(s): Student Services

Supported Strategies:

- Implement and monitor a consistent student interest survey for extracurricular activity offerings and elective courses, pre- and post-involvement.

Review Student Survey Results

Description: Summarize responses from the survey and provide the data set to the committee of stakeholders. **Start Date:** 2/1/2021   **End Date:** 3/31/2021

Program Area(s): Student Services

Supported Strategies:

- Implement and monitor a consistent student interest survey for extracurricular activity offerings and elective courses, pre- and post-involvement.

Create Extra - Curricular Activities Committee

Description: Create a committee that brings together at least one administrator, one teacher, one student, and one parent per level (elementary, middle, and high).   Indicator of Implementation: Create a menu of desired offerings, both academic electives and extracurricular activities, stipulated by level. Recommend additions to the program of study for 2021-2022 so that faculty can research, write and recommend updates to EPS and the full Board.

Start Date: 3/1/2021   **End Date:** 1/31/2022

Program Area(s): Student Services

Supported Strategies:

- Establish an advisory panel of stakeholders from each level (admin, teacher, student, parent and local business) to provide input as to elective and extra-curricular offerings.

Committee to review survey results

Description: The results from the survey will be reviewed and incorporated into conversations of the stakeholder group to help drive conversation and to determine recommendations for additions / deletions to the extracurricular offerings for students. (This is an iterative process throughout the duration of this comprehensive plan.) **Start Date:** 3/1/2021 **End Date:** 1/31/2022

Program Area(s): Student Services

Supported Strategies:

- Establish an advisory panel of stakeholders from each level (admin, teacher, student, parent and local business) to provide input as to elective and extra-curricular offerings.

Goal #3: Academic Excellence: Create a learning environment that ensures an appropriate balance between technology used to support student achievement, growth, and engagement while developing interpersonal skills in the classroom setting.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Stakeholder surveys

Specific Targets: Increase in response rates, engagement, affirmative responses to questions about engagement/climate/culture/fiscal responsibility

Strategies:

Identify current technology use by classroom teachers at the different levels and different content areas.

Description:

If the district develops a clear understanding of the current use of technology by each teacher then the district will be better able to create a systemized approach to technology access and integration. Therefore, technology use district wide will have a deliberate focus on students' need and growth.

Welsh, J. & Harmes, J.C. (2018). Pedagogical Patterns in K12 Technology Integration. In E. Langran & J. Borup (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1080-1085). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE). Retrieved October 22, 2019 from https://www.learntechlib.org/primary/p/182659/.

SAS Alignment: Standards, Instruction, Materials & Resources

Research and analyze best practice in technology usage at the various grade levels.

Description:

If time and effort are invested to determine the technology integration practices that best fit the educational needs of students then there will be an effective use of technology to improve student achievment and growth.

Welsh, J. & Harmes, J.C. (2018). Pedagogical Patterns in K12 Technology Integration. In E. Langran & J. Borup (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1080-1085). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE). Retrieved October 22, 2019 from https://www.learntechlib.org/primary/p/182659/.

SAS Alignment: Instruction, Materials & Resources

Teachers will align the use of technology and instructional strategies using technology with best practices research.

Description:

If teachers align technology integration with best instructional practices then there will be an effective use of technology to increase student achievement and growth.

Welsh, J. & Harmes, J.C. (2018). Pedagogical Patterns in K12 Technology Integration. In E. Langran & J. Borup (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1080-1085). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE). Retrieved October 22, 2019 from https://www.learntechlib.org/primary/p/182659/.

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Survey Teachers

Description:

Survey teachers (individually, by department or by grade-level teams) to find out how much time is spent using technology and the types of activities/strategies that are being used in the

classroom.   Indicator of Implementation: Summarize responses from teacher surveys and utilize data for professional development planning.

Start Date: 2/1/2021   **End Date:** 6/30/2021

Program Area(s): Educational Technology

Supported Strategies:

- Identify current technology use by classroom teachers at the different levels and different content areas.

School leadership teams summarize data provided by departments/grade-level teams.

Description: Indicator of Implementation: Charts/tables with executive summary data for time students spend on technology and the type of

activities students complete using technology. **Start Date:** 9/1/2020   **End Date:** 7/31/2021

Program Area(s): Educational Technology

Supported Strategies:

- Identify current technology use by classroom teachers at the different levels and different content areas.

District-wide professional development teams share research and BEST practices for using technology.

Description: Indicator of Implementation: Each building will have a presentation with a summary of best practices for technology integration and use. **Start Date:** 4/1/2021   **End Date:** 10/31/2021

Program Area(s): Educational Technology

Supported Strategies:

- Research and analyze best practice in technology usage at the various grade levels.

Parent Communication

Description:

Communicate with parents what best practices in technology look like that are developmentally appropriate within grade-level bands. Indicator of Implementation: Information and data in an understandable and user-friendly communication piece will be shared with parents/guardians.

Start Date: 4/1/2021   **End Date:** 5/30/2022

Program Area(s): Educational Technology

Supported Strategies:

- Research and analyze best practice in technology usage at the various grade levels.

Analyze survey results

Description: Analyze areas of strength and areas of growth from teacher surveys and disseminate to stakeholders.   Implementation   Indicator of Implementation: PD agendas

Start Date: 7/31/2021   **End Date:** 12/31/2021

Program Area(s): Educational Technology

Supported Strategies:

- Teachers will align the use of technology and instructional strategies using technology with best practices research.

Develop Protocols

Description: Establish norms and protocols for technology use at the various grade levels/courses.   Indicator of Implementation: Guidelines for technology use by level, technology-based activities/projects by course/grade-level

Start Date: 7/1/2021   **End Date:** 12/31/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Teachers will align the use of technology and instructional strategies using technology with best practices research.

Professional Development Technology Integration

Description:

Provide professional development to enhance best practices and empower faculty to provide quality instruction for all learners in an inclusive setting, that uses technology in a meaningful way.

Implementation Completion Date: Summer 2021 Indicator of Implementation: PD agendas/activities

Start Date: 9/1/2020   **End Date:** 7/31/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Teachers will align the use of technology and instructional strategies using technology with best practices research.

Goal #4: Communications: Palisades School District is dedicated to developing, distributing and receiving timely and meaningful content and feedback in an efficient manner with our community of stakeholders to promote the mission of the district.

Related Challenges:

- Community survey results indicate that there is an opportunity to improve upon frequency, method, and efficiency of communication from the district to highlight goings-on, successes, and accomplishments.

Indicators of Effectiveness:

Type: Annual

Data Source: Comprehensive Plan Surveys

Specific Targets: Overall increase of 10 or more percent increase in participation in survey submission from our school community.

Type: Interim

Data Source: Online Analysis Tools

Specific Targets: Increase in 10 percent with regard to engagement with our website, social media and other forms of communication.

Type: Interim

Data Source: Participation in events and meetings

Specific Targets: Increase of 10 percent in attendance at regular, ad hoc and project-related meetings.

Strategies:

Develop Comprehensive Communications Plan and Assign Audience (Matrix)

Description:

Build matrices based on stakeholder categories and current methods and types of communication to improve efficiencies in this area. As shared in a report by Wood and Bauman (2017), "Family engagement is increasingly recognized as a critical link in advancing school reform efforts (Cavanagh, 2012; Mapp & Kuttner, 2013)." To that end, the Palisades School District will make a concerted effort to engage with the greater community to assist with the continued development and preparation of our students.

Retrieved on October 22, 2019 from https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf

SAS Alignment: Safe and Supportive Schools

Investigate/evaluate software/hardware to streamline/create efficiencies for two-way communication.

Description:

Find and implement efficient, effective and fiscally responsible ways of streamlining communications with our constituents. Increase our audiences' abilities to provide additional feedback and comments. As shared in a report by Wood and Bauman (2017), "Family engagement is increasingly recognized as a critical link in

advancing school reform efforts (Cavanagh, 2012; Mapp & Kuttner, 2013)." To that end, the Palisades School District will make a concerted effort to engage with the greater community to assist with the continued development and preparation of our students.

Retrieved on October 22, 2019 from https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf

SAS Alignment: Curriculum Framework, Safe and Supportive Schools

Identify and empower stakeholders as ambassadors for the District to promote Palisades' brand.

Description:

Empowering our employees and the community at large to promote the Palisades story and brand. We are thereby providing more information to share with our current and future residents, employees, students - promoting our pride. As shared in a report by Wood and Bauman (2017), "Family engagement is increasingly recognized as a critical link in advancing school reform efforts (Cavanagh, 2012; Mapp & Kuttner, 2013)." To that end, the Palisades School District will make a concerted effort to engage with the greater community to assist with the continued development and preparation of our students.

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SAS Alignment: Safe and Supportive Schools

Improve ADA Compliance in all areas of communication

Description:

Using more and more technology with regard to communications and promotions, requires that information to be accessible to everyone including those individuals with disabilities. As shared in a report by Wood and Bauman (2017), "Family engagement is increasingly recognized as a critical link in advancing school reform efforts (Cavanagh, 2012; Mapp & Kuttner, 2013)." To that end, the Palisades School District will make a concerted effort to engage with the greater community to assist with the continued development and preparation of our students.

Retrieved on October 22, 2019
from https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf

SAS Alignment: Materials & Resources

Implementation Steps:

Build Matrices for Types and Methods of Communication

Description:

Build matricies based on stakeholder categories and current methods and types of communication.

Start Date: 9/1/2020   **End Date:** 11/30/2020

Program Area(s):

Supported Strategies:

- Develop Comprehensive Communications Plan and Assign Audience (Matrix)

Evaluate current methods, frequency, cost and effectiveness of all communications tools

Description:

This is an ongoing process throughout the duration of the plan and will include researching the tools that are available in the industry. Implementation would occur periodically of enhanced systems/processes.

Start Date: 9/1/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Develop Comprehensive Communications Plan and Assign Audience (Matrix)

Provide list of opportunities for involvement

Description:

Opportunities for involvement throughout the school and community are available for collaborating and team building. Developing those relationships and communicating those opportunities to our school community is a task we want to continue to develop. We do have an Opening Day Morning of Service for our staff and often invite parents and other community members to participate in various committees.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Identify and empower stakeholders as ambassadors for the District to promote Palisades' brand.

Provide Professional Development for All Staff to Effectively Use Communications Tools

Description:

Provide ongoing professional development for all staff through in-service sessions for all communications tools including web site, social media, canvas and other tools to reach our entire school community and promote student success and achievement while being ADA compliant.

Start Date: 9/1/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Investigate/evaluate software/hardware to streamline/create efficiencies for two-way communication.
- Improve ADA Compliance in all areas of communication

Provide gear for purchase at a reasonable price

Description:

Getting our "gear" into the public view and promoting our brand recognition throughout our community is important to continue to promote our message of academic excelllence, student engagement, athletic performance, etc.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Identify and empower stakeholders as ambassadors for the District to promote Palisades' brand.

Stay current with ADA requirements and monitor systems for breaches

Description:

Using software and other means and sources available to us, continue to monitor the ADA compliance of all of our communications tools.

Start Date: 9/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Improve ADA Compliance in all areas of communication

Identify and Educate Key Influencers in the School Community

Description:

Provide key communicator forums to educate school community members who will then share the information with their organizations, neighbors and patrons of their businesses.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Identify and empower stakeholders as ambassadors for the District to promote Palisades' brand.

Research cost effective tools to improve efficiencies in the area of communications

Description:

Continue to enhance our communications plan by providing our most efficient and effective means of communication possible.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Investigate/evaluate software/hardware to streamline/create efficiencies for two-way communication.

Spotlight on Staff, Organizations, Departments or Other Individuals

Description:

Provide information and spotlight success and achievements for school community members.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Identify and empower stakeholders as ambassadors for the District to promote Palisades' brand.

Review and Evaluate ADA Compliance

Description:

Continue to monitor our effectiveness with regard to ADA compliance. Periodically verify our media outlets to insure compliance.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Improve ADA Compliance in all areas of communication

Create a consistency in logos and branding

Description:

Provide artwork for school logos in coordination with the district logo thereby having consistency and recognition among all of our schools in the district.

Start Date: 7/1/2020   **End Date:** 9/30/2020

Program Area(s):

Supported Strategies:

- Identify and empower stakeholders as ambassadors for the District to promote Palisades' brand.

Monitor and Evaluate the Effectiveness of Matrices

Description:

This is a process that will happen throughout the course of the Comp Plan. Modifying our approach and continually tweaking the programs and

procedures we use to reach our community groups is paramount to a successful communications plan.

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Develop Comprehensive Communications Plan and Assign Audience (Matrix)

Goal #5: Facilities: To review infrastructure and building repairs to enhance high quality programs/services as it relates to current enrollment while ensuring a safe and secure environment for all students, staff and visitors, continually evaluating district procedures in preparation to respond to all types of emergencies.

Related Challenges:

- Providing a safe, secure and nurturing learning environment for students and staff in our district and when using transportation or participating in any activities. Ensuring that our facilities are maintained properly; efficiently serving the needs of our district.

Indicators of Effectiveness:

Type: Annual

Data Source: Student Survey Information

Specific Targets: See high percentages of students indicating they are feeling safe in our schools and they are feeling that our buildings are clean and properly maintained.

Type: Annual

Data Source: District Surveys for Stakeholders

Specific Targets: Again, an indication that our infrastructure and buildings are properly maintained and are safe. High percentages of our stakeholders should report favorably.

Type: Interim

Data Source: Discipline Infractions Reduced

Specific Targets: We should see a decreased number of discipline incidents reported.

Type: Annual

Data Source: Building Usage Report

Specific Targets: By looking at enrollment, staffing and overall building use, we should see that we are efficiently using all resources at our disposal.

Type: Annual

Data Source: PAYS Survey (Gr. 8, 10, 12)

Specific Targets: Data will be reviewed annually to monitor trends reported by students and their perceptions. (Note: This is very subjective data based upon student report. Data will be reviewed, but might not accurately reflect effectiveness.)

Strategies:

Monitor Enrollment, Building Usage and Staffing

Description:

Continually monitor enrollment, building usage, and staffing to ensure that the district is maximizing its reources effectively. The School Superintendents Association (AASA) has a website that serves as a resource for various aspects of research for safe and secure

schools: https://www.aasa.org/content.aspx?id=1554. Using this page as a reference, we will continue to review our processes and procedures in order to maintain schools that are both safe and secure.

SAS Alignment: Safe and Supportive Schools, Instruction

Maintain Buildings and Grounds

Description:

Properly maintain all buildings and grounds to support the ever-changing educational needs, programs and services for our staff and students. The School Superintendents Association (AASA) has a website that serves as a resource for various aspects of research for safe and secure schools: https://www.aasa.org/content.aspx?id=1554. Using this page as a reference, we will continue to review our processes and procedures in order to maintain schools that are both safe and secure.

SAS Alignment: Instruction, Safe and Supportive Schools

Review and Improve Safety and Security throughout District

Description:

Maintain an awareness of national and community safety concerns with a proactive approach as it pertains to digital responsibilities, transportation expectations, and building security. The School Superintendents Association (AASA) has a website that serves as a resource for various aspects of research for safe and secure schools: https://www.aasa.org/content.aspx?id=1554. Using this page as a reference, we will continue to review our processes and procedures in order to maintain schools that are both safe and secure.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Produce Annual Report of Enrollment, Staffing and Class Sizes

Description:

Produce an annual report that includes past, present and future enrollment forecasts along with current building capacity, staffing and class sizes.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Monitor Enrollment, Building Usage and Staffing

Promote Dialogue with Municipalities

Description:

Promote a dialogue with local municipalities regarding housing trends and significant changes in the community.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Monitor Enrollment, Building Usage and Staffing

Update Website with Enrollment Data

Description:

Create and continually update our district website to include data relevant to enrollment and building usage that is easily accessible.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Monitor Enrollment, Building Usage and Staffing

Assess Needs of Buildings, Grounds and Athletic Facilities

Description:

Assess the needs of each of the district's buildings, grounds and Athletic Facilities for the next three years.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Maintain Buildings and Grounds

Assess Needs at PALMS for Music Department

Description:

Assess the physical space needs for the Music Department at middle school.

Start Date: 7/1/2020   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Maintain Buildings and Grounds

Assess the Changing Needs in District Libraries

Description:

Assess the changing educational needs for all Libraries in the District for better utilization of space and programming.

Start Date: 9/1/2020   **End Date:** 11/30/2020

Program Area(s): Gifted Education, Educational Technology

Supported Strategies:

- Maintain Buildings and Grounds

Digital Media Responsibility K-12

Description:

Educate staff and/or students on their responsibilities regarding digital citizenship.

Start Date: 9/8/2020   **End Date:** 6/30/2021

Program Area(s): Educational Technology

Supported Strategies:

- Review and Improve Safety and Security throughout District

Keycard/ID Access for Students-Attendance System

Description:

Look at the possible implementation of a Keycard/ID card access for all students to use when entering classrooms; mainly for middle and high school students which will be used for automated attendance.

Start Date: 9/1/2021   **End Date:** 10/1/2021

Program Area(s):

Supported Strategies:

- Review and Improve Safety and Security throughout District

Transportation Expectations for Behavior and Discipline

Description:

Develop a districtwide transportation, behavior and discipline policy to decrease the number of bus referrals/reports each school year.

Start Date: 9/1/2020   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Review and Improve Safety and Security throughout District

Goal #6: Wellness: Create a climate, educational opportunities and resources to enhance the emotional well-being and safety of our students.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Each student is unique. It is encumbered upon the Palisades School District to
- meet diverse needs with the goal of producing fully-engaged learners who will
- develop into active and productive citizens. To accomplish this, the district will
- develop and enhance students' skills by offering myriad opportunities to
- discover and explore based on ever-evolving needs and interests.

Indicators of Effectiveness:

Type: Annual

Data Source: PAYS Survey Data

Specific Targets: Reduce risk in target areas including frequency of bullying, self-harm and planned suicide. Increase in perceived importance of school and involvement in pro-social activities.

Type: Interim

Data Source: PDE School Climate Survey Grades 3-12

Specific Targets: Look at areas of student bullying and social and emotional health; develop a baseline for the data and work towards improving outcomes.

Strategies:

Bullying Program

Description:

Research, select and implement an evidenced-based district-wide bullying prevention program. Similar to the resource used for our work within facilities (https://www.aasa.org/content.aspx?id=1554), the AASA website provides links to articles that provide research regarding safety and security, which directly tie in to student wellness and success in schools. Additionally, as we continue to develop our faculty and staff to recognize and support the emotional well-being of our students, we reference studies through the Collaborative for Academic, Social, and Emotional Learning (CASEL), https://casel.org/sp_faq/mental-health-trauma-and-well-being/. Here, data and research speak to the ideas of student mental health and trauma-informed classroom environments designed to support the whole child.

SAS Alignment: Safe and Supportive Schools

Consistent Discipline Procedures

Description:

Identify and implement consistent and fair discipline procedures and responses district-wide. Similar to the resource used for our work within facilities (https://www.aasa.org/content.aspx?id=1554), the AASA website provides links to articles that provide research regarding safety and security, which directly tie in to student wellness and success in schools. Additionally, as we continue to develop our faculty and staff to recognize and support the emotional well-being of our students, we reference studies through the Collaborative for Academic, Social, and Emotional Learning (CASEL), https://casel.org/sp_faq/mental-health-trauma-and-well-being/. Here, data and research speak to the ideas of student mental health and trauma-informed classroom environments designed to support the whole child.

SAS Alignment: Safe and Supportive Schools

Review Social and Emotional Needs

Description:

Conduct a district-wide review of student social/emotional needs and expected outcomes to ensure we have the programs and counseling staff necessary to meet these needs. Similar to the resource used for our work within facilities (https://www.aasa.org/content.aspx?id=1554), the AASA website provides links to articles that provide research regarding safety and security, which directly tie in to student wellness and success in schools. Additionally, as we continue to develop our faculty and staff to recognize and support the emotional well-being of our students, we reference studies through the Collaborative for Academic, Social, and Emotional Learning (CASEL), https://casel.org/sp_faq/mental-health-trauma-and-well-being/. Here, data and research speak to the ideas of student mental health and trauma-informed classroom environments designed to support the whole child.

SAS Alignment: Safe and Supportive Schools

Social/Emotional Curriculum

Description:

Study, choose and implement a tiered social/emotional curriculum that includes a focus on the ability to manage emotions. Similar to the resource used for our work within facilities (https://www.aasa.org/content.aspx?id=1554), the AASA website provides links to articles that provide research regarding safety and security, which directly tie in to student wellness and success in schools. Additionally, as we continue to develop our faculty and staff to recognize and support the emotional well-being of our students, we reference studies through the Collaborative for Academic, Social, and Emotional Learning (CASEL), https://casel.org/sp_faq/mental-health-trauma-and-well-being/. Here, data and research speak to the ideas of student mental health and trauma-informed classroom environments designed to support the whole child.

SAS Alignment: Safe and Supportive Schools

Community Education of Common Mental Health Issues

Description:

Develop community knowledge of common mental health issues affecting our students, including anxiety, depression and trauma. Develop interventions and support systems to address these needs. Similar to the resource used for our work within facilities (https://www.aasa.org/content.aspx?id=1554), the AASA website provides links to articles that provide research regarding safety and security, which directly tie in to student wellness and success in schools. Additionally, as we continue to develop our faculty and staff to recognize and support the emotional well-being of our students, we reference studies through the Collaborative for Academic, Social, and Emotional Learning (CASEL), https://casel.org/sp_faq/mental-health-trauma-and-well-being/. Here, data and research speak to the ideas of student mental health and trauma-informed classroom environments designed to support the whole child.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Review Policies Regarding Bullying

Description:

Review district policy and provide a detailed definition of what constitues bullying and whom to contact to report an alleged incident.

Start Date: 7/1/2020   **End Date:** 8/31/2020

Program Area(s): Student Services

Supported Strategies:

- Bullying Program

Review District-wide Data to Determine Focus Areas

Description:

Review 2019/2020 district-wide data and programs (PAYS, SWPBIS, PIMS, SST) to determine focus/target areas for bullying prevention.

Start Date: 8/3/2020   **End Date:** 12/31/2020

Program Area(s): Student Services

Supported Strategies:

- Bullying Program

Research on Current Best Practices for Bullying Prevention

Description:

Conduct research on current best practices related to focus/target areas. Use data from local districts, scholarly journals and other program research.

Start Date: 1/4/2021   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Bullying Program

Select Bullying Prevention Program Pilot

Description:

Upon Steering Committee's recommendation, select and bullying prevention program(s) to pilot district-wide and evaluate programs (s).

Start Date: 9/1/2021   **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Bullying Program

Implement Selected Bullying Prevention Program

Description:

Implement the selected district-wide bullying prevention program(s).

Start Date: 9/1/2022   **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Bullying Program

District-wide Discipline Policies and Regulations

Description:

Review district-wide discipline protocols, procedures, and responses, and their alignment with district policy and administrative regulations.

Start Date: 9/1/2020   **End Date:** 1/4/2021

Program Area(s): Student Services

Supported Strategies:

- Consistent Discipline Procedures

Discipline Procedures

Description:

Create consistent, fair, and age-appropriate district-wide discipline practices.

Start Date: 1/4/2021   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Consistent Discipline Procedures

Implement Consistent Discipline Procedures

Description:

Implement consistent district-wide discipline procedures and responses; all are age-appropriate.

Start Date: 9/1/2021   **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Consistent Discipline Procedures

Study Data to Support Student Social and Emotional Needs

Description:

Study counseling plan, wellness plan, quality program review, national counseling recommendations, and PAYS data.

Start Date: 7/1/2020   **End Date:** 1/29/2021

Program Area(s): Student Services

Supported Strategies:

- Consistent Discipline Procedures

Social and Emotional Needs

Description:

Delineate student social/emotional needs and expected outcomes over the next three years.

Start Date: 7/1/2020   **End Date:** 1/4/2021

Program Area(s): Student Services

Supported Strategies:

- Review Social and Emotional Needs

Review Counseling Support for Students

Description:

Develop and present recommendation(s) to ensure appropriate level of counseling staff district wide.

Start Date: 1/4/2021   **End Date:** 3/31/2021

Program Area(s): Student Services

Supported Strategies:

- Review Social and Emotional Needs

Study and Select Social/Emotional Curriculum

Description:

Study and select a tiered evidenced based social emotional curriculum (focusing on the ability to manage emotions/self regulate) to be delivered consistently to students in grades K-8**.**

Start Date: 7/1/2020   **End Date:** 1/29/2021

Program Area(s): Student Services

Supported Strategies:

- Social/Emotional Curriculum

Implement Social/Emotional Curriculum

Description:

Implement the selected program K-8.

Start Date: 9/1/2021   **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Social/Emotional Curriculum

Evaluate the Effectiveness of SEL Program

Description:

Measure the effectiveness of program implementation.

Start Date: 6/30/2020   **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Social/Emotional Curriculum

Assess Community Awareness

Description:

Assess our current community knowledge of mental health issues, as well as mental health supports available through the school district and the community.

Start Date: 7/1/2020   **End Date:** 1/29/2021

Program Area(s):

Supported Strategies:

- Community Education of Common Mental Health Issues

Develop Communications Plan Regarding Mental Health

Description:

Develop a communications plan to make all aware of community mental health issues and current resources to address them.

Start Date: 1/4/2021   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Community Education of Common Mental Health Issues

Consider Community School Model

Description:

Develop school-based plans and resources to address student needs in the areas of anxiety, trauma, and depression. Consider a community school model.

Start Date: 1/4/2021   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Community Education of Common Mental Health Issues

Implement Plan to Further Address Student Needs

Description:

Implement the plan to address student needs in the areas of anxiety, trauma and depression.

Start Date: 9/1/2021   **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Community Education of Common Mental Health Issues

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Robert Musantry on 4/25/2019

Board President

Affirmed by Bridget O'Connell on 4/25/2019

Superintendent/Chief Executive Officer